**Peer Response To The Student Sample - Presentation Transcript**

1. How to Score a 4
   * This powerpoint was created to help you become a better writing critic by teaching you how to write a peer response.
   * Your goal is to write a peer response that scores a 4.
   * First, you learn how responses that score a 1, 2, 3, or 4 tend to go.
   * Then, you practice scoring a few responses.
   * Next, you write a 1, 2, 3, and 4 responses with help.
   * Finally, you write a 4 response on your own.
   * Good luck reaching your goal.
   * \* Student writing appears in this font
   * I care for my dogs a lot. I feed them three times a day. I let them go outside in our fenced back yard. I like to let them go outside because I can watch them play around. I like to purchase dog toys. I get them a lot of dog toys. I like to get things for my dogs because they do not care what they get. I like to play catch with my dogs. Sometimes we take them for a ride in the car I like to roll down the window and let them stick out their noses. I also like to teach them to did tricks. I can tell they are intelajent. My cat will purr when she is happy. If I put a treat on their nose, they can push it into the air and eat it. I even like to take them for walks at the park at school and around the block. I like it because they do not pull you to the ground like my Uncle Joe’s dogs do. I like to care for my dogs because my dogs are very good and my dogs obey me. They are very cool dogs. That’s how I care for my dogs.
   * What would be a good title for this student writing sample? Why?
   * Use examples and details from the Student Writing Sample to support your answer.
   * How can you improve this writing? Or is this a good piece of 6th grade writing? Explain.

Mrs. Anthony---

A good title for this student writing sample would be “Taking Care of My Dogs.” The first reason I chose this title is because the author states that he feeds his dogs three times a day. Feeding your dogs will keep them energetic and healthy. The second/next reason is the writer mentions that he likes to purchase toys for his dogs. Making sure your dogs are not bored and won’t get depressed is important. The third reason is he takes his dogs for walks around the block. This is important because he is making sure that his dog get proper exercise. So, this is reason why I chose the title “Taking Care of My Dogs.”

Discuss lead sentence, organization, details, sentence fluency, word choice, voice, and conventions. (Use sticky notes to get students to answer) Ex. Do you have a dog? Do you love taking care of it? Dogs are the best! I absolutely love taking care of them. Whoof Whoof! Sit boy! Good boy! Here is a treat. The writing is not organized and the sentences are too choppy. For example, the writer did not indent or begin a new paragraph. The writing is also missing an intro. A new paragraph should be in place when he begins talking about his cat. Transitions are missing. Ex. I love to take care of my dogs. Do you have a pet that you take care of? Do you love it? I do too. I love taking care of my dogs and listen to how I take care of them. First, I feed them because…….Next, I would have loved to know what type of dogs he had, their color, age, and how many dogs he had. Example, I love taking care of dogs. I have three black and white pitbulls. They are currently 10 months. In line 9 the writer should have made the sentence shorter. For example, a period should be between car and I. *Sometimes we take them for a ride in the car. I also like to roll down the window and let them stick out their noses*. The writer uses too many small words. Writer need better word choice. For example, change care to adore; a lot to tremendously; watch to observe; good to awesome; cool to obedient, lovable. Conventions…intelligent is misspelled. Change did to do. He did not show how taking care of his dogs made him feel. He could have said he love taking care of his dogs because it makes him feel terrific and responsible like an adult with kids or it makes me feel like a million bucks. (add similes or metaphors)

* + The writer just answers the question without giving details.
  + Example:
  + I know how to tack care of my Dogs!
  + This writer answered the question, “What would be a good title?” but didn’t explain why the title was chosen so the writer received a score of 1.
  + The writer answers the question and then summarizes the writing sample.
  + Example:
  + About My dogs. I chose that title because it tells about how to take care of dogs.
  + This writer answered the question and then wrote general things from the writing sample (summarized) so the writer received a score of 2.
  + The writer answers the question and then gives specific examples from the writing sample (uses nearly the same words).
  + Example:
  + I think a good title for this student sample would be How I Care For My Dogs because, he or she tells how he or she takes care of them like, I feed them three times a day and I like to purchase dog toys and I like to play catch with my dogs. I let them go outside in our fenced back yard I even like to take them for walks at the park at school and around the block.
  + This writer answered the question and then used nearly the same words from the writing sample for examples so the writer received a score of 3.
  + The writer uses essay form to answer the question, give specific examples for support, explain why the examples are important, and answer the question again.
  + Example:
  + I think the title should be Why I Like to care for my dogs. Some sentences that explain that he likes to take care of his dogs are: I like to care for my dogs because they are very good and they obey me. He also likes to play catch with his dogs because they bring back the ball all the time. He likes to let them outside too because he likes to watch them play around. He even likes to take them for walks at the park and at school sometimes around the block. He likes to purchase dog toys for them so he can play with them. That is why I think the story should be titled Why I Like to Care for my dogs.
  + This writer answered the question, gave specific examples (used nearly the same words from the writing sample), explained why his examples are important, and then answered the question again so the writer received a score of 4.
  + Score a 1 – Just answer the question
  + Score a 2 – Answer the question and summarize the writing sample
  + Score a 3 – Answer the question and use nearly the same words from the writing sample for examples
  + Score a 4 – Answer the question, use nearly the same words for examples, explain why your examples are important, answer the question again
  + Here is the writing sample:
  + I’m choosing summer because its my favorite season. I always go swimming with my friends. I bring out my boat and we go all over the pool with it. It’s really fun.
  + Sometimes we go to cookouts or we have cookouts. When we have cookouts we have hambargers, fries, chip, and hotdogs. Then we take a swim and play.
  + My friends and me always go skating. We go around the black and down the biggest hill in the street. I’d never fallen in my life.
  + Then we go bike riding around the block again. Sometimes we got to the mall. We get a bunch of candy. After that we go in a tree house in my back yard. We go in sit on the chairs, and eat all the candy.
  + Sometimes we play capture the flag with water ballons. We have a red flag and a blue flag. We also hide the flags.
  + We play vido games. We lime to play each other and keep score. And that is what I do over the summer.
  + Is this a good example of sixth-grade writing? Why or why not?
  + Use examples and details from the Student Writing Sample to support your answer.
  + No, this is not good sixth grade writing because, the person did not use good info or support there writeing. They also wrote incomplet paragraphs. The person should have given more details on their subject/subjects. They also went off on what they do in summer, and not why they liked it. They also need a clearer responce.
  + They gave few details, so I think they need more response, and more about why they like summer. So, No it’s not a good writing piece.
  + First, ask yourself: Does the writer answer the question? If yes, then you give the writer a score of 1. If no, then you give the writer a score of 0.
  + Then, ask yourself: Does the writer support his or her answer with examples from the writing sample? If yes, then you give the writer a score of 2. If no, then you still give the writer a score of 1.
  + Next, ask yourself: Does the writer use nearly the same words from the writing sample to support his or her answer and explain why the examples are important? If yes, then you give the writer a score of 3. If no, then you still give the writer a score of 2.
  + Finally, if the writer gets a score of 3, ask yourself: Does the writer answer the question, support the answer with examples, explain why the examples are important, and answer the question again? If yes, then you give the writer a score of 4. If no, then you still give the writer a score of 3.
  + This writer gets a score of 2.
  + The writer answered the question
  + No, this is not good sixth grade writing…
  + The writer did not use nearly the same words from the writing sample for examples, instead they used general ideas like these:
  + incomplete paragraphs
  + more details
  + need a clearer responce
  + No I don’t think this a good example of sixth grade writing. I think this because there is no discriptive details. “ We sit in the chairs, and eat the candy.” He makes it seem like a robot has more feeling. “My friends and I go swimming every day” They don’t tell how deep the pool is how cold it feels. The say they go down the biggest hill on the street, they don’t say how fast you think your going no analogy or metphores. “Sometimes we have cookouts or we go to cookouts, we have hotdogs, chips, hamburgers and fries.” They don’t discribe if they were cooked well enough or if they tasted good. “After that we go in my treehouse” What colour is the tree house? How big is it? What do you have in it? They need to answer certain questions. They go to the mall what mall is it? What store did you buy the candy from? Some times you need to discribe feeling that catches the readers attention. That is why I think this isn’t a good sixth grade writing sample.
  + First, ask yourself: Does the writer answer the question? If yes, then you give the writer a score of 1. If no, then you give the writer a score of 0.
  + Then, ask yourself: Does the writer support his or her answer with examples from the writing sample? If yes, then you give the writer a score of 2. If no, then you still give the writer a score of 1.
  + Next, ask yourself: Does the writer use nearly the same words from the writing sample to support his or her answer and explain why the examples are important? If yes, then you give the writer a score of 3. If no, then you still give the writer a score of 2.
  + Finally, if the writer gets a score of 3, ask yourself: Does the writer answer the question, support the answer with examples, explain why the examples are important, and answer the question again? If yes, then you give the writer a score of 4. If no, then you still give the writer a score of 3.
  + This writer gets a score of 4.
  + The writer answered the question.
  + No I don’t think this is a good example of sixth grade writing.
  + The writer used nearly the same words from the writing sample.
    - * Sometimes we go to cookouts or we have cookouts.
  + The writer explained why the examples were important.
  + Sometimes you need to discribe feeling that catches the readers attention.
  + The writer answered the question again.
  + That is why I think this isn’t a good sixth grade writing sample.
  + Here is the writing sample:
  + Winter is my favorite season. It is my favorite because you can do a lot more activities in winter than any other season. Some things I like to do in winter are sled, skiing, and have snowball fights.
  + I love to skate on ponds and at rinks. When I spin it feel like I am stuck in a spinning tornado. When you glide across the ice it feels like you are going to fall. Another activity I like to do is tubing. I like to go down the icy snowhill. When I go down the hill fast the wind stings my cheeks. It feels like my skin is flying behind me. I try to avoid the jumps.
  + Skiing is my favorite winter sport. I love to ski down the steep hills and going back up with the chair lift. The skis are as long as a bus, so it is hard to stop. The ride is very enthralling.
  + One favorite activity is having snowball fights. I love to make snowballs and then throw it at people. Sometimes when I make snowballs, I take off my gloves. And my hands feel frozen as if they were ice.
  + When I came inside from playing, I am always looking forward to a nice, hot cup of cocoa. Me and my brother have cocoa with our breakfast everyday in the winter. That is my favorite winter drink.
  + These are some things I love to do in winter. They may not be your favorite, but they are mine. I hope you enjoy these activities as much as I do.
  + Does the writer do a good job of explaining the main idea? Why or why not?
  + Use examples and details from the Student Writing Sample to support your answer.
  + Just answer the question.
  + Have your writing partner score your paper and tell you why you did or didn’t score a 1.
  + Answer the question and summarize the writing sample.
  + Have your writing partner score your paper and tell you why you did or didn’t score a 2.
  + Answer the question, use nearly the same words from the writing sample for examples. Explain why the examples are important.
  + Have your writing partner score your paper and tell you why you did or didn’t score a 3.
  + Answer the question, use nearly the same words for examples, explain why your examples are important, answer the question again.
  + Have your writing partner score your paper and tell you why you did or didn’t score a 4.
  + Here is the writing sample:
  + Many kites today are used for entertainment, but in the past it was used for many important things.
  + Many people in history used kites to invent things. In the 1700s, a man named Benjamin Franklin became famous for using a kite to make electricty.
  + After that, lots of people used electricity to make inventions like electric motors, light bulbs, and the first video player.
  + In the 1700s, box kites were used to measure how fast wind was going. What the temperature was. What was in the air.
  + Then, in 1907 a man named Alexander Graham Bell thought that kites could be used to fly. So, he built kites big enough t lift people in the air.
  + But in Japan, Mr. Katsutaka Murooka would send kites with video cameras to take pictures high in the sky. The pictures are displayed in a very small museum.
  + Today people use kites to have fun. These activities are kite sailing, kite buggying, and kite jumping. These fun activites need lots of important training and safety rules.
  + In our history, kites have been used to make some important inventions they are also used for fun. So some of the most funnest things can be used for the best dicovors.
  + What advice would you give the writer to improve this writing sample? Why?
  + Use examples and details from the Student Writing Sample to support your answer.
  + Use this checklist while planning, drafting, revising, and editing your response.
  + Do I clearly answer the question that was asked?
  + Do I support my answer with details from the student writing sample?
  + Is my response complete?
  + First, ask yourself: Did I answer the question? If yes, then give yourself a score of 1. If no, then give yourself a 0.
  + Then, ask yourself: Did I support my answer with examples from the writing sample? If yes, then give yourself a score of 2. If no, then you still give yourself a score of 1.
  + Next, ask yourself: Did I use nearly the same words from the writing sample to support my answer and explain why the examples are important? If yes, then give yourself a score of 3. If no, then still give yourself a score of 2.
  + Finally, if you gave yourself a score of 3, ask yourself: Did I answer the question, support the answer with examples, explain why the examples are important, and answer the question again? If yes, then you give yourself a score of 4. If no, then still give yourself a score of 3.
  + A score of 1: You were able to answer the question. Work on using examples from the writing sample to improve your score.
  + A score of 2: You were able to answer the question and summarize the writing sample to support your answer. Work on using nearly the same words as the writing sample for your examples to improve your score.
  + A score of 3: You were able to answer the question, use nearly the same words for examples, and explain the importance of your examples. Work on answering the question again to end your peer response to improve your score.
  + A score of 4: Congratulations you reached your goal! Keep up the good work.

Peer Response—Writer's Name and Title of Essay ("Needle Exchange Program")

I like the way that you started your paper off with an epigraph. Using the quote up front definitely gets the reader interested in the paper. I also like the way that your paper is factual throughout. With this topic, it would be very simple to just insert your own opinion without sources to back it up, but you seemed to do a fairly good job of avoiding that.

Once I reached the third page of the paper, I was pretty sure what the claim was. However, it might be a good idea to state your claim more toward the beginning of the paper. For instance, in the first or even second paragraph, you could explain that what the protesters were supporting in New Jersey is the program most beneficial to the United States if we want to curb the spread of HIV and other drug injection related diseases. Also, you could make your claim more clear and complex. Are there any gray areas that should be considered in implementing such a program? Do you take into consideration why the opposition opposes Needle Exchange Programs?

The way that you introduced the history was great. Being presented with background for such a controversial issue gives more validity to the argument. Do you know when Needle Exchange programs began in the Netherlands? What other countries have adopted such programs? When did the U.S. first consider a Needle Exchange Program? Addressing details like these would provide not only more background on the issue for the reader, but would help him or her understand how recent the problem really is.

You state that current U.S. laws regarding drug use prohibits the manufacture and sale of drug paraphernalia if its purpose is inserting illegal substances into the body. Could you give an example of these laws, such as their titles and when they were enacted? You also bring up that it would be impossible to implement a Needle Exchange program under current law. Can you think of any amendments to these laws that would make a Needle Exchange program possible? An idea of this is the state legalization of marijuana in California and Arizona when prescribed by a doctor as treatment.

I like the way you provide information on case studies done on Needle Exchange programs and the way that you show their benefits. Did they seem to have any faults? Showing the benefits and faults of a program s more convincing than only showing the benefits. Realism does more for an argument than anything else. Also, when I read that the Needle Exchange programs provide health care referrals and similar programs, I found myself asking how many people took advantage of this. There are many free clinics now, but there are many people who don’t take advantage of their services. What can be said of this with regard to a Needle Exchange Program? You say that those who oppose the programs need to look at them more clearly. Do you think that maybe the proponents of the program should consider the opposition a little more as well? Again, by providing for the opposition, you would be providing more validity to your argument.

Finally, I like the way that you conclude the paper by saying that the best way to eliminate this method of contracting HIV is to control it, not ignore it. This seems to be very true. I also like the way that this sentence serves almost as a way of restating your claim. Good Job! Your paper is off to a great start. Be sure to address the opposition a bit more and then maybe state your claim a little more clearly towards the beginning of the paper.